

# BAHASA INGGRIS PROFESI

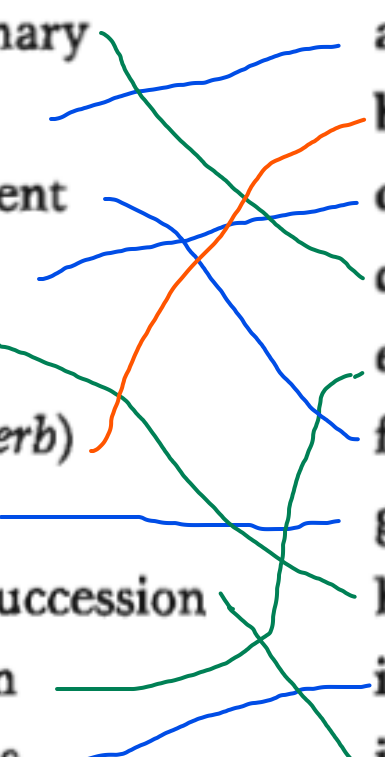


## Past Perfect

Past Perfect Simple and Past Perfect Continuous

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You will hear a woman giving a talk on the famous composer, Mozart. Before you listen match the words (1–10) with the correct meanings (a–j).

- |                          |  |
|--------------------------|--|
| 1 extraordinary          | a brother or sister                    |
| 2 sibling                | b reach a high level in something      |
| 3 achievement            | c part of a piano or computer          |
| 4 keyboard               | d amazing                              |
| 5 demand                 | e status                               |
| 6 master ( <i>verb</i> ) | f success                              |
| 7 gifted                 | g very talented                        |
| 8 in rapid succession    | h ask in a forceful way                |
| 9 reputation             | i fast development at a very early age |
| 10 precocious            | j quickly one after another            |
- 

 4 Now listen and complete the notes below.

Name:

Wolfgang Amadeus Mozart

Date of birth:

1 January 27 1756

Number of surviving brothers and sisters:

2 one

Profession of father:

3 composer

Wrote first composition before the age of:

4 six

Taught self to play:

5 violin



**4** Listen to the text again and fill in the gaps.

- 1 However, when Mozart ..... was born ..... five of his siblings ..... had already died ..... in infancy or early childhood.
- 2 Mozart's father, Leopold, ..... was ..... a composer, and his grandfather ..... had also been ..... a musician.
- 3 In just 30 minutes Mozart ..... mastered ..... the piece of music, which his father ..... had copied ..... into Nannerl's notebook.
- 4 By the time he ..... was ..... six, the little boy ..... had written ..... a composition of his own.
- 5 They ..... hurried ..... to Vienna and ..... spread ..... sensational reports of Mozart's talent.
- 6 His family ..... were ..... richer than they ..... had ever been ..... before.

- 1 Which tense is used in sentence 5 to show that the events took place in chronological order? ..... past simple .....
- 2 Which tense is used in the other sentences to show that the second event the speaker mentioned actually happened first? ..... past perfect .....



## 1 Past perfect simple

+	<i>had</i> + past participle	They <b><i>had listened</i></b> to his music.
-	<i>had not</i> + past participle	They <b><i>hadn't listened</i></b> to his music.
?	<i>had ...</i> + past participle?	<b><i>Had they listened</i></b> to his music?

We use the past perfect simple

- ◆ when we are talking about the past and want to mention something that happened earlier:

*His father was a composer and his grandfather ***had*** also ***been*** a musician. (Mozart's grandfather was a musician and then later his father became a composer)*

Sometimes we use words like *just* or *already*. Notice that these adverbs go between the auxiliary and the main verb:

*By the time he was 17, Mozart's reputation ***had already begun*** to spread through Europe.*

- ⚠ We use the past simple tense if the events are mentioned in chronological order:

*His grandfather ***was*** a musician and his father ***was*** also a composer.*

- ◆ with words like *when*, *as soon as*, *by the time*, *after* to show the order of events:

*When* Mozart was born, five of his siblings **had** already **died**. (Mozart's siblings died first, then Mozart was born)

▲ Notice the difference in meaning between these two sentences:

*When* I got home, my husband **cooked** dinner. (= I got home and then my husband cooked dinner)

*I got home*

my husband **cooked** dinner



T H E P A S T

*When* I got home, my husband **had cooked** dinner. (= my husband cooked dinner before I got home)

my husband **had cooked** dinner

*I got home*



T H E P A S T

- ◆ to talk about an indefinite time before a particular point in the past, often with words like *always, sometimes, never, before, by* + fixed time:

*His family were richer than they **had ever been before**. (= they were not as rich at any time before this point in the past)*

***By the time** he was six, the little boy **had written** a composition of his own.*

- ◆ to report past events using reporting verbs (see Unit 15):

*The man told me he **had met** my father a long time before.*

## 2 Past perfect continuous

+	had been + verb + -ing	She'd <b>been studying</b> for ages.
-	had not been + verb + -ing	He <b>hadn't been studying</b> for long.
?	had ... been + verb + -ing?	<b>Had you been studying</b> for long?

We use the past perfect continuous to focus on how long an activity continued or to focus on the activity itself:

*Times were hard and the family **had been struggling for some time**. (to show how long)*

*Mozart's sister was extremely gifted at the keyboard and she **had been making excellent progress**. (focus on the activity)*

⚠ We cannot use the past perfect continuous to say how many times something happened:

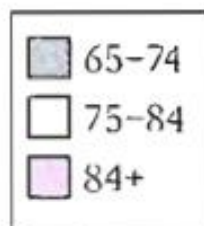
*I knew the way as I **had visited** her several times before. (~~not I knew the way as I had been visiting her several times before.~~)*

⚠ State verbs (see Unit 1) do not generally have a continuous form.

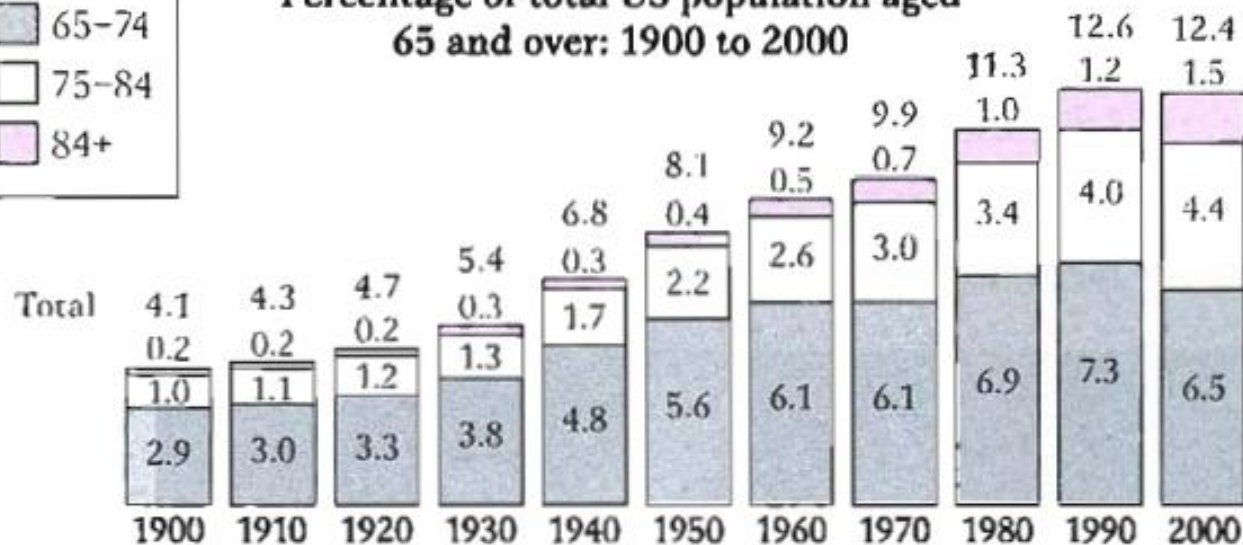


Fill in the gaps with the past perfect simple of the verbs in brackets in the positive or negative.

According to Dr Ken Winkle, Australia's Red-back spider is colonising the world. Dr Winkle, a venom expert from the University of Melbourne, said that authorities 1 ..... *had found* ..... (*find*) Red-back spiders in Japan and Belgium. They suspected that spiders or their eggs 2 ..... *had entered* ..... (*enter*) these countries along with Australian trading goods. Furthermore, it was extremely likely that the spiders 3 ..... *had made* ..... (*make*) their way into other nations around the world but that people 4 ..... *had not discovered* ..... (*discover*) them yet. Dr Winkle said the spiders 5 ..... *had also turned up* ..... (*also/turn up*) in the port city of Osaka (which receives a variety of Australian trade goods) in the late 1990s and 6 ..... *had multiplied* ..... (*multiply*) quickly. He said Australian spider experts were collaborating with Japanese officials to find a way to stop the venomous invader.



Percentage of total US population aged  
65 and over: 1900 to 2000



The chart shows the percentage of people aged 65 and over in the United States between 1900 and 2000. In the year 1900 just over 4% of the population 1 ..... **was** ..... (be) aged over 65. However, by 1960 this figure 2 ..... **had doubled** ..... (**double**).

The number of people aged between 75 and 84 3 ..... **remained** ..... (**remain**) fairly steady between 1900 and 1930, making up only 1-1.3% of the population. The figure 4 ..... **began** ..... (**begin**) to rise more significantly in 1940 and by 1970 it 5 ..... **had tripled** ..... (**triple**) to reach 3% of the population.

Although there 6 ..... **was** ..... (**be**) no change in the number of people aged 65-74 between 1960 and 1970, the number of people aged 75 and over 7 ..... **increased** ..... (**increase**) during this time. By the year 2000, 12.4% of the US population 8 ..... **had reached** ..... (**reach**) the age of 65 or more, although this was slightly lower than in 1990 when it 9 ..... **had peaked** ..... (**peak**) at 12.6%.

The chart shows that today people in the United States can expect to live longer than in 1900. By the year 2000 more than 12% of the population 10 ..... **had managed** ..... (**manage**) to live to the age of 65 and over compared to only 4.1% in 1900.

Fill in the gaps with the past simple, past perfect simple or past perfect continuous of the verbs in brackets.

Last year my friends ..... *arranged* ..... (1 *arrange*) for us to try fire-walking, which is when you walk on hot coals. I 'd always been ..... (2 *always/be*) fascinated by it and I 'd heard ..... (3 *hear*) people say it was an unforgettable experience. I was very excited when I ..... arrived ..... (4 *arrive*) on the day, although beforehand I 'd been feeling ..... (5 *feel*) a little frightened! My friends and I ..... had come ..... (6 *come*) in the hope that by the end of the day we would be able to say we ..... 'd walked ..... (7 *walk*) across hot, burning coals.

Our teacher was very good, and by teatime we ..... 'd learnt ..... (8 *learnt*) a great deal and ..... had prepared ..... (9 *prepare*) the fires. I'd been expecting (10 *expect*) to be terrified when the time came to walk, but as I ..... took off ..... (11 *take off*) my shoes and socks I ..... didn't feel ..... (12 *not/feel*) afraid. I ..... approached ..... (13 *approach*) the coals as all my friends before me ..... had done ..... (14 *do*), and started walking! I could feel the heat, but as I ..... stepped ..... (15 *step*) back onto the grass at the other end I knew the coals ..... hadn't burnt ..... (16 *not/burn*) my feet at all. As I ..... 'd been hoping ..... (17 *hope*), all my friends ..... managed ..... (18 *manage*) the walk and none of us were burnt. The whole experience was amazing, and I just wished I ..... 'd done ..... (19 *do*) it sooner.





Be Happy.. and  
Enjoy the  
Learning

Azhar Ahmad S.

November 13,  
2020

# TERIMA KASIH

